

SKRIPSI



**THE EFFECTIVENESS OF USING PRE-QUESTIONING TECHNIQUE
TO TEACH READING COMPREHENSION OF NARRATIVE TEXT (An
Experimental Study at the Eighth Grade Student at SMP N 2 Mejobo Kudus
in the Academic Year 2017/2018)**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

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in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in English Education

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MOTTO AND DEDICATION

Motto:

- ❖ Don't contaminate your heart cause Allah on it.
- ❖ The best person is the person who is useful to other people
- ❖ Nobody is perfect in this world
- ❖ Being patient and accurate are the supporting of success"

This skripsi is dedicated to:

- ❖ The researcher's beloved Mother (Mrs.Djuwitati) and Father (Mr.Damin).
- ❖ The researcher's beloved Big family.
- ❖ The researcher's beloved brother and sisters (Putut Budi Kurniawan, Henni Kurniawati, Yulia Fitri Astuti, Uci Indah Aprilia).
- ❖ The researcher's beloved friends.

ADVISOR'S APPROVAL

This is to certify that the *Skripsi* of Aghita Oktaviana(2011-32-118) has been approved by the *Skripsi advisors* for further approval by the Examining Committee.

Kudus, August 2018

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There is no greatest obstacle in writing this skripsi than avoiding the temptation of being perfect. Therefore, suggestion from the reader will be fully appreciated and always awaited. The researcher do expects that this research will be useful for those, especially who are in the field of education.

Kudus, August 2018

Aghita Oktaviana



ABSTRACT

Oktaviana, Aghita. 2018. *The Effectiveness of Using Pre-Questioning Technique to Enhance Reading Narrative Text Comprehension of the Eighth Grade Students of SMPN 2 Mejobo Kudus in the Academic Year 2017/2018*. Skripsi. English Education Department. Teacher Training and Education Faculty, Muria Kudus University. Advisors: (I) Diah Kurniati, S.Pd., M.Pd. (II) Agung Dwi Nurcahyo, SS., M.Pd.

Keyword: Pre-questioning Technique to Teach Reading Narrative Text Comprehension.

Junior High School students are expected to master reading comprehension as it applied on School-Based Curriculum, including SMP N 2 Mejobo Kudus. Therefore, teaching reading narrative text as a part of reading comprehension should also be mastered to achieve the goal of curriculum. However, there were some problems which make students face difficult to comprehend, such as having less motivation and lack of interest to study. It is proven by the mean of achievement test is 68,5, lower than KKM score, 74. Pre-questioning technique is one of strategies to build their interest, stimulate and motivate students to study reading narrative text comprehension. Therefore, researcher intended to use pre-questioning technique to improve reading narrative text comprehension.

The objective of the research is to find out whether or not there is a significant difference on the reading comprehension of narrative text of the eighth grade students of SMP N 2 Mejobo Kudus in academic year 2017/2018 before and after being taught by using pre-questioning technique.

This research was quasi experimental research with one group, pre-test and post-test design. The population used is the eighth grade students of SMPN 2 Mejobo Kudus in the academic year 2017/2018. The researcher got one class as sample of the research, it was VIII F. They are 33 students. The researcher used a written test as instrument of the research. The form of the test is multiple choices and it consists of 25 items.

The result indicated that using pre-question can improve reading narrative text comprehension. It could be seen from the pre-test and post-result. The result of pre-test is low (mean = 62.14 and standard deviation = 7,57). And the result of post test is high (mean = 83.7 and standard deviation = 8,35). It showed that there is a significant difference of teaching reading narrative text comprehension of the eighth grade students of SMPN 2 Mejobo Kudus in the academic year 2017/2018 before and after being taught by using pre-questioning technique. The result of t-observation is higher than t-table. ($t_0 = 12,72 > t_t = 2.04$).

Based on the result of the research above, the researcher suggested that the teacher could use Pre-questioning Technique as the one alternative strategy to teach reading narrative text comprehension increasingly. In order the students feel attracted and motivated study English better.

ABSTRAK

Oktaviana, Aghita. 2018. *Efektivitas penggunaan Teknik Pre-questioning dalam pengajaran Pemahaman Bacaan Naratif pada Siswa Kelas VIII SMPN 2 Mejobo Kudus Tahun Pelajaran 2017/2018*. Skripsi. English Education Department. Teacher Training and Education Faculty, Muria Kudus University. Advisors: (I) Diah Kurniati, S.Pd., M.Pd. (II) Agung Dwi Nurcahyo, SS., M.Pd.

Kata Kunci : Teknik pre-questioning pada pengajaran pemahaman bacaan naratif

Siswa SMP diharapkan menguasai kemampuan reading sebagaimana diterapkan pada KTSP, termasuk siswa SMP 2 Mejobo Kudus. Oleh karena itu, pengajaran pemahaman teks naratif sebagai bagian dari pemahaman bacaan harus dikuasai agar mencapai kesuksesan kurikulum. Akan tetapi, beberapa masalah menyebabkan siswa kesulitan menguasainya, seperti kurang motivasi dan ketertarikan dalam belajar, yang terbukti oleh rata-rata nilai tes hanya 68,5, di bawah nilai KKM. Teknik pre-questioning adalah salah satu cara untuk meningkatkan minat, mendorong dan memotivasi siswa untuk mempelajari pemahaman bacaan naratif. Oleh karena itu, penulis bermaksud menerapkan teknik pre-questioning untuk meningkatkan pemahaman bacaan naratif.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan pada pengajaran pemahaman bacaan naratif pada siswa kelas VIII SMP N 2 Mejobo Kudus tahun pelajaran 2017/2018 sebelum dan sesudah menggunakan teknik pre-questioning.

Penelitian ini adalah kuasi eksperimen dengan satu kelompok, menggunakan pre-test dan post-test. Populasi penelitian ini adalah seluruh siswa kelas VIII SMP N 2 Mejobo Kudus tahun pelajaran 2017/2018. Peneliti memilih satu kelas sebagai sampel penelitian, yaitu kelas VIII F. Jumlah siswanya 33 siswa. Peneliti menggunakan test tertulis sebagai instrumen penelitian. Bentuk tes yang digunakan adalah pilihan ganda yang berjumlah 25 nomor.

Hasil penelitian menunjukkan penggunaan teknik pre-question dapat meningkatkan kemampuan pemahaman bacaan naratif. Hal tersebut terlihat pada hasil pre-test dan post-test. Hasil pre-test tergolong rendah (rata-rata = 62,14 dan standar deviasi 7,57). Dan hasil post test setelah dilakukan treatment adalah tinggi (rata-rata = 83,7 dan standar deviasi = 8,35). Hal ini menunjukkan bahwa terdapat perbedaan yang signifikan pada pengajaran pemahaman bacaan naratif pada siswa kelas VIII SMP N 2 Mejobo Kudus tahun pelajaran 2017/2018 sebelum dan sesudah diajar menggunakan teknik pre-questioning. Hasil dari t-observasi lebih tinggi daripada t-tabel ($t_0 = 12,72 > t_t = 2,04$).

Berdasarkan hasil dari penelitian, sebaiknya guru bahasa Inggris menggunakan teknik pre-questioning sebagai salah satu cara untuk meningkatkan pemahaman bacaan naratif. Sehingga, siswa akan tertarik dan termotivasi belajar bahasa Inggris dengan lebih baik.

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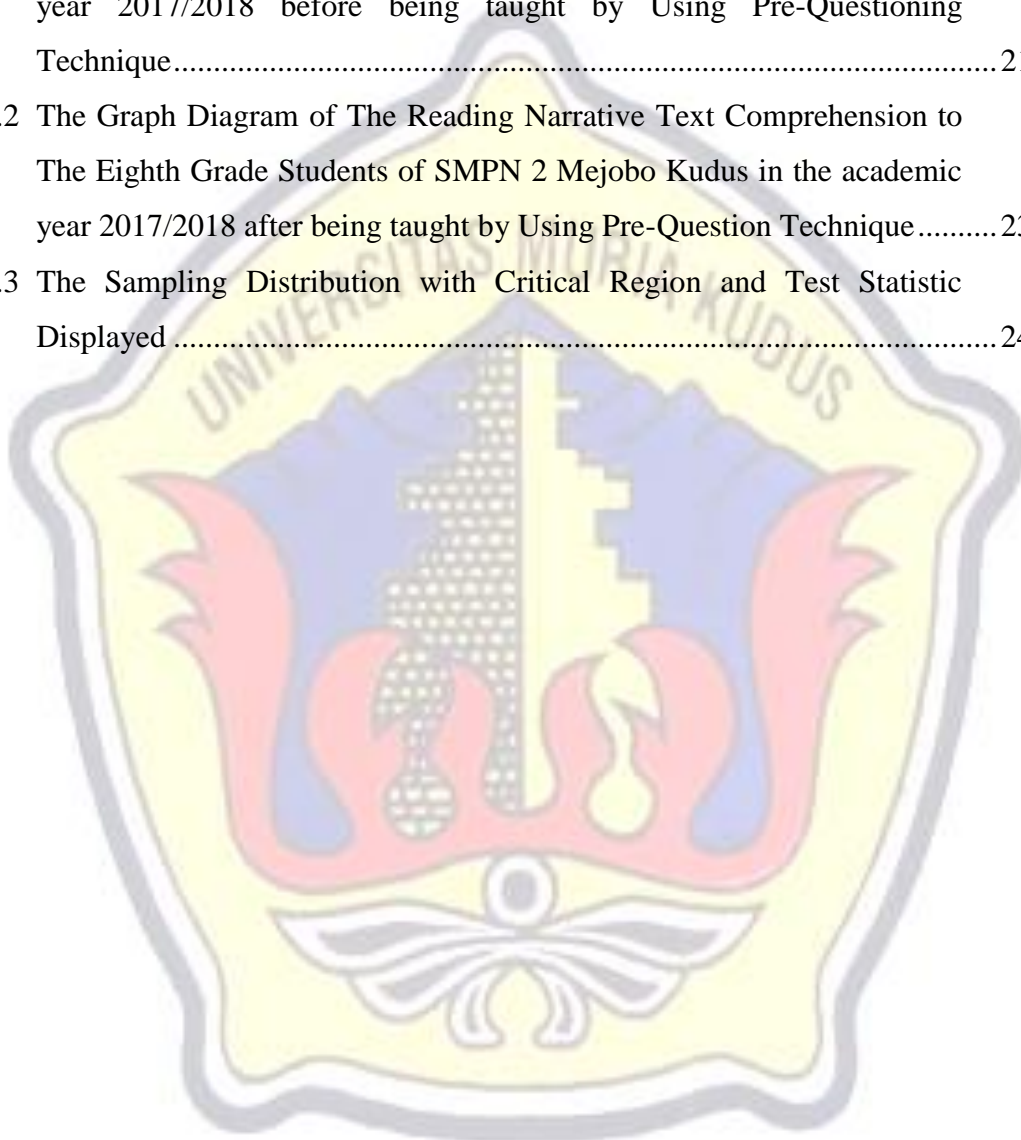
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